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ABSTRACT

This competency-based preservice home economics teacher education module on consumer approach to textiles and clothing is the first in a set of four modules on consumer education related to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) factors which influence textiles and/or clothing production and consumption (includes lessons on sociological and psychological influences, political influences, geographic influences, economic influences, fashion influence, and individual factors); (2) regulations for the production, distribution, and safety of textiles (includes lessons on Textile Fiber Products Identification Act and Wool and Fair Products Labeling Acts; care labeling; and Flammable Fabrics Acts); and (3) consumer rights and responsibilities regarding textiles and clothing (includes lessons on quality and defects and consumer complaints). Each lesson includes the following elements: narrative summary, suggested activities, suggested resources (readings), and a progress check. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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CONSUMER APPROACH STRAND:

TEXTILES AND CLOTHING

MODULE I-D-1 CONSUMER APPROACH TO TEXTILES AND CLOTHING

1978

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

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CONSUMER APPROACH TO TEXTILES AND CLOTHING

Module Objectives

The MATCHE student will be able to describe the influence of political, social, psychological, geographic, and economic factors on the textiles and clothing industries.

The MATCHE student will be able to describe and explain the influence of fashion on textile/clothing consumption patterns and list ten sources of current information.

The MATCHE student will be able to correctly identify and discuss the provisions of three pieces of legislation which regulate the production, distribution, and/or safety of textiles (i.e., identification labeling act, care labeling act, flammable fabrics act) and the particular governmental organizations involved.

The MATCHE student will be able to describe the rights and responsibilities of consumers and their avenues of recourse for textile and clothing merchandise.

Measurement

Satisfactory completion of the module pre/posttest will demonstrate successful attainment of the module objectives. Instructors may wish to provide additional items requiring the demonstration of skills related to the objective.

Module Overview

This module deals with facets of consumerism and the textiles and clothing market. The influences of political, social, psychological, geographic and economic factors on the textiles and clothing industries will be investigated. Factors which influence consumption, including fashion, will be studied.

The consumer should keep up-to-date with current legislation concerning the textiles and clothing industry. You should be familiar with the provisions of current legislation and their effect on the consumer.

It is essential to be aware of applicable legislation in order to understand consumers' rights and responsibilities. Consumers should be able to recognize quality in merchandise and should know avenues of recourse when dissatisfied with textiles and clothing merchandise.

This module has been divided into the following units:

Unit 1: Factors Which Influence Textiles and/or Clothing Production and Consumption

Unit 2: Regulations for the Production, Distribution, and Safety of Textiles

Unit 3: Consumer Rights and Responsibilities Regarding Textiles and Clothing

UNIT 1

FACTORS WHICH INFLUENCE TEXTILES AND/OR
CLOTHING PRODUCTION AND CONSUMPTION

Objectives

Given a list of social, psychological, and economic factors, the MATCHE student will be able to identify those which have an influence on textile/clothing consumption.

The MATCHE student will be able to describe and explain the relationship between the general term "fashion" and textile/clothing consumption, including the inherent aspect of planned obsolescence.

Given several current and noncurrent fashions, the MATCHE student will be able to describe and explain the influence which each fashion has or had on textile/clothing consumption.

Given five individual/family case situations, the MATCHE student will be able to identify factors that influence the methods or alternate ways of clothing the family or individual.

Overview

Textile and clothing production and consumption are influenced by many factors. The student needs to be able to identify and explain political, social, psychological, geographic, and economic factors which influence the industry and the consumer. The student also needs to be able to identify fashion and know how it relates to textile/clothing consumption.

Lesson 1: Sociological and Psychological Influences

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand sociological and psychological influences of textiles/clothing consumption/production.

Narrative Summary

"Why do we wear clothes?" This question is one of the first asked in the study of clothing and dress. Clothing serves many functions. Among the primary motives of wearing clothing are protection, modesty, and decoration. The relationship between these motives is one of conflict which has its roots in primitive history: for example, the idea of modesty to keep attention from the "self," and that of decoration to enhance one's appearance and draw attention.

Clothing is a means of communication. It reflects the self and/or one's relationship with society. The way a person sees himself within the society affects the way he sees and acts toward others. First impressions are for the most part formed by our reaction to the appearance of the other person. Clothing reveals much information about an individual. At a glance a preliminary judgment on the person's sex, occupational standing, nationality, and social standing can be made. This enables the observer to adjust his behavior toward the person.

Through his clothing, the wearer can create an image and/or express his self-concept. This may place him in a particular role within society. Role is regarded as a pattern of attitudes and actions taken by an individual in a social situation. Clothing affects the actions of the wearer and, in part, influences the role he plays in society.

Clothing plays a part in identification of groups. Thus a person is telling others through his clothing that he is a member of a specific group. Identifying with a group's chosen attire gives a person a sense of belonging and self-worth. The groups or organizations to which a person belongs express also his views on life. This may also be expressing the views and values of society in general.

A person's clothing selections are influenced by the individual's role and his relationship in society. This influences the textile and clothing industries in that clothing must fulfill certain needs and desires of the individual or the clothing will not be purchased.

Suggested Activities

1. Put yourself in a social situation by dressing out of character. For example, wear a formal outfit to a drive-in restaurant and have a friend observe how people react to you.

2. When introduced to someone, note your first impression of him and think about what influenced your reaction to him. Does this impression change with time and upon getting to know the person?

3. Look through fashion magazines and describe social issues which influence the clothing styles.

4. View and discuss J. C. Penney's filmstrip, Clothing Communicates, and develop a lesson for secondary and/or adult students.

5. In a group, discuss sociological and psychological factors which influence the way you and your peers dress.

Suggested Resources

Brothers, Joyce. "Why Some Women Prefer Daring Fashions," Good Housekeeping. July 1976, p. 58+.

Flugel, J. C. The Psychology of Clothes. New York: International Universities Press, 1969, Chapters 1-5.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1968, Chapters 6-8.

Johnston, Moira. "Cutting the Corset Strings: The Changing Silhouette and Social Role of Women." Journal of Home Economics, 66:7, September 1974, 15-19.

Kefgen, Mary and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976, Chapters 1, 2, 3.

Langner, Lawrence. The Importance of Wearing Clothes. New York: Hastings House, 1959.

Latzke, Alpha, and Allen Hostetter. The Wide World of Clothing Economics, Social Significance, Selection. New York: Ronald Press, 1968, Chapters 1, 2, 3.

Rosencranz, Mary Lou. Clothing Concepts: A Social Psychological Approach. New York: Macmillan, 1972.

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, 1966, Chapter 1.

Smith, Liz. "Why You Wear What You Do." Today's Health, October 1973, p. 36+.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1 Progress Check

1. What is a self-concept largely derived from?

2. How does clothing contribute to the process of identification?

3. How is clothing a clue to one's personality?

4. In this society, what are the most obvious distinctions in dress?

5. What are the three fundamental motives, according to Flugel, for wearing clothing in this society?

   a. _____ status

   b. _____ modesty

   c. _____ role distinction

   d. _____ decoration

   e. _____ protection

   f. _____ group identity

6. What things do clothes communicate to others about the wearer?

Compare your answers with those on the next page.

Answer Key
Lesson 1 Progress Check

1. Social situation

2. The individual takes on the attitudes and values of "the other" and his self feeling is shaped by the imagined judgments of these significant persons.

3. Clothing conveys to others an impression of what one is, does, and believes.

4. In this society, the most obvious distinctions are on the basis of ascribed age and sex.

5. b, d, e

6. Age, socioeconomic status, occupation, group identification, personality traits, values and feelings, etc.

Lesson 2: Political Influences

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand the political influences on textile/clothing consumption/production.

Narrative Summary

Political influences on the clothing industries, from different points of view, are laws and restrictions, political affairs or activities, and political figures. Laws usually are construed to maintain social, political, or moral order. Laws about wearing clothes are usually derived from customs and mores of a community or society. In the United States and many other countries, there is often some type of law regarding indecent exposure. Almost every part of the body has been considered indecent or immoral at some point in history in some society. In monarchy governments, the dress of subjects reflects the ideas of the ruler. The nobility have been differentiated from other social classes by restrictions upon their dress. Today in democratic governments, regulations on dress are less dictated. However, there are still controls on personnel in military service.

Political affairs and activities also influence the clothing industries because styles have developed from them. For example, the United States' involvement in the Vietnam Conflict gave us styles with military ornamentation. At the onset of the space age, clothing took on ideas of space travel. President Nixon's visit to China inspired fashion ideas. Election campaigns have given us clothes in red, white, and blue colors, publicizing parties and voting. These are just a few examples of political influence on clothing.

The social elite, those with wealth and power, have played a major role in fashion leadership. In a society of upward mobility, clothing styles are one of the easiest characteristics for the mass society to copy. Many presidents have had an influence on clothing styles. Harry Truman popularized a "sporty" look. Lyndon Johnson gave ten-gallon hats to dignitaries as a sign of Texas hospitality. John F. Kennedy started the "Harvard look" with his two-button suit. Jacqueline Kennedy also influenced fashions with her young, elegant look.

In the ways stated above, politics and those involved with it play an important part in the styles and fashions that we have seen throughout history and as we see today.

Suggested Activities

1. Choose two states and compare their laws governing clothing. Then compare the clothing laws of the United States and another country.

2. Discuss in small groups the influence the following have had on clothing styles and the industry. Discuss the influence of political factors on your clothing.

   a. Presidents
   b. First Ladies
   c. political visits to other countries
   d. election campaigns
   e. diplomatic visitors
   f. world affairs
   g. movies

Suggested Resources

Brennenkmeyer, Ingrid. The Sociology of Fashion. Paris, 1963, Part 3.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1968, Chapters 4, 10.

Hurlock, Elizabeth B. The Psychology of Dress. New York: Arno Press, 1976, Chapter 12.

Johnston, Moira. "What Will Happen to the Gray Flannel Suit?" Journal of Home Economics, November 1972, pp. 5-13.

Molloy, John T. Dress for Success. New York: Warner Books, 1976.

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, 1966, Chapter 3.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 2 Progress Check

1. What has been the historic purpose of sumptuary laws regarding clothing?

2. What types of false impersonation by means of clothing are enacted against by law?

3. What is the purpose of legislation against false impersonation by means of clothing?

4. How do mores and customs affect the laws on clothing?

Compare your answers with those on the next page.

Answer Key
Lesson 2 Progress Check

1. To prevent the lower classes from trying to copy the clothes of those of the higher ranked.

2. Unauthorized wearing of a military or police uniform.
Impersonation of one sex by the other in public.

3. To protect society and the preservation of moral, political, or social order.

4. Customs have strong emotional content and generally imply a social habit that is deeply rooted in tradition. Mores are the social norms and carry the connotation of morally or ethically "right" or "wrong." Within a society, mores hold strong sanctions and these may become law so that they can be enforced.

Lesson 3: Geographic Influences

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to identify the geographic influences on textile/clothing consumption/production.

Narrative Summary

Environmental influences due to geographic location can affect textile/clothing consumption and production. Basic to man's production/consumption of textiles/clothing is the biological concern. In addition to acclimatization to cope with environmental differences, man in many ways is able to "regulate" his environment (e.g., heating, cooling, calorie intake). The technology of man has helped reduce differences in textile/clothing consumption/production patterns due to geographic location.

However, throughout the world many differences still remain (e.g., textile/clothing patterns in areas of extremes of temperature, climate, and/or terrain). For such specific dress as the diving or space suit, the dress becomes the total environment for survival.

In addition, within the United States other geographic factors influence textile/clothing consumption/production. For instance, dress differences between small and urban areas are decreasing due to communication, transportation, and economic factors. Likewise, due to technology, differences between patterns in various areas of the United States are decreasing.

Although many "differences" are decreasing, the effects of geographic (environmental) factors on textile/clothing consumption/production are a basic biological concern for man's survival.

Suggested Activities

1. Listing geographic factors which have influenced any differences in the past and also the present, compare dress for the following:

   a. Eastern U.S. vs. Western U.S.
   b. urban U.S. vs. rural U.S.

2. In small groups, discuss and give examples to show the effects of the following on textile/clothing consumption/production.

   a. extremes of temperature--hot and cold (outside the United States)
   b. extremes of climatic conditions (wind, rain, or other; outside the United States)
   c. technological developments which affect environmental factors (in and outside the United States)

Suggested Resources

American Home Economics Association. Aesthetics and Clothing. Washington, D.C.: 1972.

"Dress Naturally to Meet the Energy Crises." Organic Gardening and Farming. Vol. 21, February 1974.

Karns, M. "Mini-primer on How to Dress Pre-Schoolers for a Cold Winter's Day." Day Care and Early Education. 5 (Winter 1977), 40-41.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976, Chapter 4.

Roach, Mary Ellen, and Joanne B. Eicher. The Visible Self: Perspective on Dress. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Roach, Mary Ellen, and Joanne Bubolz. Dress Adornment and the Social Order. New York: John Wiley and Sons, 1965.

Ruttle, J. "Back to Natural Clothes." Organic Gardening and Farming, 25 (March 1978), 110-113.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 3 Progress Check

1. What is acclimatization? Give an example of short- and long-term acclimatization.

2. What is the significance of clo?

3. What is a clo?

4. Discuss the advisability of one very heavy layer of clothing or many thin layers of clothing (same weight of each) for very cold climates.

5. Identify advisable color choices for hot, sunny climates. Why?

6. What is a quasi-physiological system?

Compare your answers with those on the next page.

Answer Key
Lesson 3 Progress Check

1. Physiological adjustments to change in the environment

   a. metabolic changes (breathing, sweating)
   b. genetic changes (changes in body shape)

2. Indication of thermal comfort

3. Amount of insulation necessary to maintain comfort in a normally ventilated room, with air movements less than 10 feet per minute at a temperature of 70°F and a relative humidity less than 50 percent while the subject is resting in a seated position

4. Many thin layers (air between layers is excellent insulation)

5. "Cool" light colors, especially white; reflect heat

6. An extension of the body which interacts with the body

Lesson 4: Economic Influences

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand the economic influences on textile/clothing consumption/production.

Narrative Summary

The availability of resources and supply and demand influence textile/clothing consumption/production. Within the United States, changes in income have resulted in the growth of the middle class and a decrease in the number in the top economic bracket. The dispersion of wealth has led to a decrease in dress differences between various socioeconomic groups.

Sources of clothing for low- and middle-income groups have increased and also improved by providing more and better quality merchandise. Sales of secondhand textiles and clothing have increased. The availability of thrift, discount, and chain stores has increased.

With the increase in leisure time, travel, income, and participation in sports, the amount spent on casual dress and dress for specific sports (tennis, skiing, etc.) has increased.

Population changes and distribution by age affect textile/clothing consumption/production. Smaller family sizes can increase the amount of income available for expenditures on textiles and clothing. The youth market demands individuality, is richer, and has credit. All of these can affect textile/clothing consumption/production.

Suggested Activities

1. In small groups, discuss the influences of the following socioeconomic factors on textile/clothing consumption/production. Discuss the influence of each on your activities.

   a. supply and demand
   b. population size/distribution
   c. income (include credit)

2. Based on economic factors in the United States (including resources), predict future textile/clothing consumption/production trends.

3. Identify a hypothetical person (age, job, income, resources, etc.) and plan his or her textile/clothing consumption/production.

4. Investigate what proportion of the family dollar is spent on textiles and clothing. Compare with your expenditures.

Suggested Resources

American Home Economics Association. Aesthetics and Clothing. Washington, D.C.: 1972.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1968.

Latzke, Alpha, and Allen Hostetter. The Wide World of Clothing Economics, Social Significance, Selection. New York: Ronald Press, 1968.

Roach, Mary Ellen, and Joanne Bubolz. Dress Adornment and the Social Order. New York: John Wiley and Sons, 1965.

Roach, Mary Ellen, and Joanne B. Eicher. The Visible Self: Perspectives on Dress. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Robinson, Dwight. "The Economics of Fashion Demand." Quarterly Journal of Economics, 75 (August 1961).

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, 1966, Chapter 2.

"Wardrobe Replacement Planning Aid for Families." Family Economics Review. Winter 1976, pp. 13-14.

Winakor, Geitel. "The Process of Clothing Consumption." Journal of Home Economics, 61:8 (October 1969), 629-34.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 4 Progress Check

1. What is meant by "economic good"?

2. Discuss the relationship between available resources and future cost and availability of textile-clothing merchandise.

3. Discuss the breakdown of the family dollar.

Compare your answers with those on the next page.

Answer Key
Lesson 4 Progress Check

1. Product made from scarce resource, the resource being less available than consumers would like if they could obtain it free.

2. Resources less abundant; costs will increase; availability will decrease.

3. Any answer acceptable to the instructor (answer requires current information).

Lesson 5: Fashion's Influence

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand fashion's influence on textile/clothing consumption/production.

Narrative Summary

Fashion is created as a result of social and sexual competition. Major changes in fashion are affected by political, economic, and cultural factors. Those at the top social stratum are usually considered fashion leaders. They are effective in changing fashion because they can afford new styles. This helps them remain distinctive from lower social strata. Fshions are usually filtered down in a social system. The paradox of fashion is that everyone is trying at the same time to be like, and to be unlike, others--to be like them insofar as he regards them as superiors; to be unlike them insofar as he thinks they are below him.

Fashion is defined as a general style of dress, and it runs in cycles. There are three basic silhouettes: bell, tubular, and back fullness. Fashion cycles are characteristic of a gradual rise to a peak and then a fall to an end with a sudden death. Acceptance of new fashions is dependent upon the acceptance or rejection by the fashion leaders. Mass media are responsible for the fast acceptance of fashion that is seen today. Mass production has made it feasible for the middle-class American to buy new fashions and fashions which are less expensive than "originals."

The clothing and textile industries are affected by the acceptance of the fashions they produce. In the end, it is the consumer who decides the fate of fashion and whether to be "dictated to" by the industry. Fashion is planned obsolescence.

Suggested Activities

1. Look through old and new fashion magazines and find examples of each silhouette: bell, tubular, and back fullness. Point out distinctive features, such as decoration, that make the styles typical of the time. Predict the next trends.

2. Analyze current fashions, discussing distinctive characteristics and factors which influenced the fashions.

3. Find at least five references to uphold the statement above that "it is the consumer who decides the fate of fashion."

Suggested Resources

Anspach, Karlyne Alice. The Why of Fashion. Ames, Iowa: State University Press, 1967.

Flugel, J. C. The Psychology of Clothes. New York: International Universities Press, 1969.

Hurlock, Elizabeth. The Psychology of Dress: An Analysis of Fashion and It's Motive. New York: Arno Press, 1976.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976, Chapter 5.

Miller, Roger LeRoy. Economic Issues for Consumers, 2d ed. New York: West Publishing, 1978, Chapter 11.

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, 1966, pp. 73-77.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 5 Progress Check

1. List the general characteristics of fashion leaders.

   a.

   b.

   c.

   d.

2. What are the influences that tend to maintain fashion?

   a.

   b.

   c.

   d.

3. What makes a style a "classic?"

Compare your answers with those on the next page.

Answer Key
Lesson 5 Progress Check

1. great interest in clothing
   young unmarried women
   expanding gregariousness
   social status

2. economic order of the country
   powerful commercial interests
   mass production
   improved methods of transportation and distribution

3. "Classics" have a timeless quality that makes them accepted by a large segment of the population. They have a simplicity of design and suit the clothing needs of a large group.

Lesson 6: Individual Factors Which Influence Methods and Alternatives of Clothing

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to identify factors which influence the methods and alternatives employed to clothe the family.

Narrative Summary

Clothing needs and preferences are largely determined by the life you lead. Income, occupation, social participation, the climate and locale, and the way you spend your leisure time all have an effect on clothing decisions. Imagination, time, energy, and knowledge of buying techniques are all valuable personal resources which can be used for clothing the family. Help from others can also be valuable. There is also the ability to sew.

Sewing skills open many avenues of clothing sources. They can be used to keep clothing in good repair, to change a garment to make it more attractive and stylish, and to construct original garments.

There are many sources of clothing available to individuals and families. The most commonly used source is purchasing ready-to-wear clothing in the retail market. Many usable garments are passed on from one member of the family to another, or from one family to another. Gifts are another source of clothing. The purchase of used garments can be economical and satisfying. All of these alternatives are available. Their use is determined by individual characteristics, capabilities, and needs.

Suggested Activities

1. Spend several days observing the form of dress of several of your classmates, others on campus, or selected persons in the community. Make a list of the factors you think influence their form of dress. Then ask them to identify the factors which they think influence the way they dress. How do the lists compare? Are the factors they identified indicative of your observations?

2. In an individual or group activity, determine the most used sources of clothing among groups in the community. Include such alternatives as hand-me-downs, gifts, thrift shops, rummage sales, home sewn garments, and new garments. Rank order your findings and submit them to the instructor for evaluation.

Suggested Resources

Bickman, Leonard. "Social Roles and Uniforms: Clothes Make the Person." Psychology Today, 7 (April 1974), 49-51.

Conner, Barbara, Kathleen Peters, and Richard Nagasawa. "Person and Costume: Effects on the Formation of First Impressions." Home Economics Research Journal, September 1975, pp. 32-41.

Cowley, S. C. "Dress for the Trip to the Top: Women Executives." Newsweek, 90 (September 26, 1977), 76-77.

"Dress to Succeed: J.T. Molloy's Advice for Business Leaders." Nation's Business, 65 (August 1977), 63-66.

Good, Evelyn, and Eleanor Kelley. "The Role Clothing Plays in the Occupational World." Journal of Home Economics, 63 (May 1971), 5.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976, Part 4.

Latzke, Alpha, and Allen Hostetter. The Wide World of Clothing Economics, Social Significance, Selection. New York: Ronald Press, 1968, Chapter 5.

Molloy, John T. Dress for Success. New York: Warner Books, 1976.

Moore, Nelwyn B. "Everybody Gotta Feel Like Somebody--Some Thoughts on Self-Concept." Illinois Teacher, January/February 1976, pp. 162-166.

Taylor, Lucy, and Norma Compton. "Personality Correlates of Dress and Conformity." Journal of Home Economics, 60:8 (October 1968), 653-56.

"What Your Clothes Say About You." McCalls, 102:23, January 1975.

"Which Look Cinched the Job?" "Dressing for a Management Level Job." Glamour, 76 (February 1978), 152-53.

Zipp, Edith. Personal Improvement for the Career Woman. Glenco Press, 1976.

There is no Progress Check for this lesson. When you feel you are ready, you may take the Progress Test for this unit.

UNIT 1 PROGRESS TEST

Student_____

Consumer Approach to Textiles and Clothing

Instructor_____

Date_____

1. Identify the attributes that clothes might communicate to others about the wearer.

   a. _____ age

   b. _____ socioeconomic status

   c. _____ ethnic origin

   d. _____ occupation

   e. _____ personality

2. Describe and explain the relationship between the term "fashion" and textiles and clothing consumption.

3. Define "planned obsolescence."

4. List four alternative methods of obtaining clothing.

5. List four personal resources which can be used for obtaining clothing.

ANSWER KEY
UNIT 1 PROGRESS TEST

Consumer Approach to Textiles and Clothing

Instructor:	In booklets reproduced for students, you may wish to omit this page.

1. All

2. "Fashion" is a general style of dress endorsed by designers and manufacturers who anticipate what the consumer likes and wants. Acceptance of new fashions is often dependent upon the acceptance of fashion "leaders," those persons who, through mass media, have become "authorities" on "style." (or equivalent)

3. "Planned obsolescence" is the conscious effort of designers and manufacturers to produce a style of dress different from current "fashions" so as to set a new standard of fashion which will result in more sales. (or equivalent)

4. Any four:

   gifts, used, hand-me-downs, alterations, home sewing

5. Any four:

   knowledge of buying techniques, time, energy, money, help from others, imagination, skill in clothing construction

UNIT 2

REGULATIONS FOR THE PRODUCTION, DISTRIBUTION,
AND SAFETY OF TEXTILES

Objectives

The MATCHE student will be able to state the regulations set forth by the Textile Fiber Products Identification Act, discuss the advantages and disadvantages of the act, state exclusions, evaluate, and give examples of problems involving the act.

The MATCHE student will be able to state the regulations set forth by the Care Labeling Act, discuss the advantages and disadvantages of the act, state exclusions, evaluate, and give examples of problems involving the act.

The MATCHE student will be able to state the regulations set forth by the Flammable Fabrics Acts, discuss the advantages and disadvantages of the acts, state exclusions, evaluate, and give examples of problems involving the acts.

The MATCHE student will be able to state the regulations set forth by the Wool Products Labeling Act and discuss the advantages and disadvantages of the act.

The MATCHE student will be able to state the regulations set forth by the Fur Products Labeling Act and discuss the advantages and disadvantages of the act.

Overview

There is a great deal of confusion concerning trade names of man-made fibers. Under the Textile Fiber Products Identification Act, the consumer is aided in the selection, use, and care of the garment by knowing the fibers (by generic name) which constitute the garment.

However, due to the great number of fabrics on the market, it is difficult for the consumer to know how to care for the garment based only on appearance or identification of the fibers. This act requires that garments be permanently labeled with care instructions. This unit is designed to make you aware of this current legislation so that you can use it when purchasing and caring for fabrics. It is the consumer's responsibility to check garments and fabric products for their labels and to follow the care instructions set forth.

Because there have been many severe accidents caused by ignited garments and other textile products, legislation has been passed for consumer protection. This unit is designed to familiarize you with the items covered by the Flammable Fabrics Acts and to aid you in being an aware consumer.

Prior to legislation, many wool and fur products were misrepresented. The Wool Products Labeling Act has made it mandatory for manufacturers to label the contents in wool products. The Fur Products Labeling Act requires labeling to identify the source, color, part of the animal, and country of origin of fur products.

Lesson 1: Textile Fiber Products Identification Act; Wool and Fur Products Labeling Acts

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand and use the regulations brought forth in the Textile Fiber Products Identification Act, the Wool Products Labeling Act, and the Fur Products Labeling Act.

Narrative Summary

In 1960, the Textile Fiber Products Identification Act (TFPIA) was enacted. Its purpose was to eliminate confusion caused by the increasing number of man-made fiber trade names. Today's technology and creation of many new fibers has made it difficult for the consumer to distinguish one fabric from another; many man-made fabrics look and feel like natural ones. The Federal Trade Commission has defined generic groups for the man-made fibers. In general, the fibers within a specific group possess the same basic properties and require the same basic care. This law requires the seller of textile products to attach conspicuous labels showing their generic names and the percentage of constituent fibers, unless a fiber constitutes less than 5 percent of the product.

Two other acts are the Wool Products Labeling Act and the Fur Products Labeling Act. The Wool Products Labeling Act requires that wool and part wool products be labeled to indicate whether the wool content is (new) wool, reprocessed wool, or reused wool. This act was passed to prevent consumer confusion in terminology concerning wool products and to prevent the use of substitutes. The label must be affixed to every wool product and must contain the percentage of the fiber weight of (new) wool, reprocessed wool, or reused wool, identification of the manufacturer, and the percentage of any other fibers.

The Fur Products Labeling Act was enacted to protect consumers and others against misbranding, false advertising, and false invoicing of fur products and furs. Labels must state the true English name of the animal from which the fur was obtained and its country of origin. The label must indicate whether the fur product is reused, damaged, or scrap fur, whether the fur has been dyed or bleached, and the part of the animal from which the fur was obtained.

Suggested Activities

1. Go through the Federal Registers and find two violations for each labeling act: the TFPIA, the Wool Products Labeling Act, and the Fur Products Labeling Act. Explain the type of violation and what action was taken by the FTC upon the company involved.

2. Examine labels found at the resource center.

   a. List the kinds of general information found repeatedly on the labels studied.
   b. List specific terms found on labels and explain their meanings (e.g., sanforized--will not shrink more than 1 percent).
   c. List the information required by law on clothing and textile labels, according to FTC rulings.

Suggested Resources

American Home Economics Association. Textile Handbook. Washington, D.C.: 1970, pp. 94-98.

Federal Register (current textile regulations).

Lyle, Dorothy S. Modern Textiles. New York: John Wiley and Sons, 1976, Chapters 1, 9.

Miller, Roger LeRoy. Economic Issues for Consumers, 2d. ed. New York: West Publishing, 1978, Chapter 11.

Tortora, Phyllis G. Understanding Textiles. New York: Macmillan, 1978, pp. 389-91.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1 Progress Check

1. Which five of the following are names of generic groups established by the Federal Trade Commission?

   a. _____ Rayon
   b. _____ Dacron
   c. _____ Spandex
   d. _____ Alginate
   e. _____ Vinyon
   f. _____ Olefin
   g. _____ Arnel
   h. _____ Azlon

2. Define the following terms as included in the TFPIA, the Wool Products Labeling Act, and the Fur Products Labeling Act.

   a. natural fiber:

   b. fabric:

   c. reprocessed wool:

   d. reused wool:

   e. fur:

   f. waste fur:

3. What products are exempted from the Wool Products Labeling Act?

4. What is the Fur Product Name Guide?

Compare your answers with those on the next page.

Answer Key
Lesson 1 Progress Check

1. a, c, e, f, h

2. natural fiber: any fiber that exists as such in the natural state

   fabric: any material woven, knitted, felted, or otherwise produced from or in combination with any natural or manufactured fiber, yarn, or substitute thereof

   reprocessed wool: the resulting fiber when wool has been woven or felted into a wool product which, without ever having been utilized in any way by the ultimate consumer, subsequently has been made into a fibrous state

   reused wool: the resulting fiber when wool or reprocessed wool has been spun, woven, knitted, or felted into a product which, after having been used in any way by the ultimate consumer, subsequently has been made into a fibrous state

   fur: any animal skin or part thereof with hair, fleece, or fur fibers attached thereto, either in its raw or processed state, but not including such skins as are to be converted into leather or which in processing will have the hair, fleece, or fur completely removed

   waste fur: the ears, throat, or scrap pieces which have been severed from the animal pelt, and including mates and plates made therefrom

3. carpets, rugs, mats, and upholsteries

4. It is the official list of true English names of animals in question. It was prepared by the FTC as a move to standardize practices in the field.

Lesson 2: Care Labeling

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand and use the regulations brought forth in the Permanent Care Labeling Act.

Narrative Summary

The Permanent Care Labeling Act, effective as of July 3, 1972, requires most apparel and home sewing fabrics to carry a permanently attached label giving care and maintenance instructions. For many years, manufacturers voluntarily provided care instructions on hangtags, but these were frequently lost or thrown away. Now by law the instructions must be permanently affixed to wearing apparel. It is the responsibility of the consumer to look for and follow instructions on labels. The care labels can help approximate the cost of cleaning and upkeep on the garment which is usually the hidden cost of a garment. The home sewer should also insist on receiving permanent care labels and attach them onto the garments made.

Care labels should tell whether and how to launder or dry clean the item and also give other regular care instructions. The new rule prohibits the practice of low labeling which means that a garment that is labeled "dry clean only" must not, in fact, be washable as well.

The cost of permanent care labels will be absorbed by the consumer and could run from as little as .5 percent on higher priced items to as much as 8 percent on lower priced items. Some of the factors that determine the cost of care labels to consumers are the cost of the labels; extra cost, if any, to apply labels; cost of the testing of the article for performance; manufacturer's cost for testing; and cost that may be entailed in the implied warranty behind the label.

The manufacturers are required to give the consumer the proper care procedure for the care of the garment. To achieve maximum use of and satisfaction from their textile purchase, consumers should read carefully and follow exactly the instructions provided on the labels. After this, if the product does not perform the way it is supposed to, the consumer must inform the manufacturer about problems so that the manufacturer can make certain that label information is accurate.

Suggested Activities

1. Visit local stores and examine merchandise for permanent care labeling. Look for the incidence of use, the different kinds of labels used, the amount of information given, and its value to the consumer. Note any differences between high fashion department stores and discount or lower priced stores. Compare and discuss your finding with the findings of others in the class.

2. Survey friends and neighbors regarding their reaction to the use of permanently attached care labeling. Determine the following:

   a. Do they feel it is useful?
   b. Are they getting better results from their care practices?
   c. Do they have any suggestions for different terminology?
   d. Are the instructions complete?
   e. Do the labels carry the information they want and need?
   f. Do they demand labeled apparel and labels when purchasing fabric?
   g. Do they sew labels in items constructed at home?
   h. Have they ever made a complaint? Explain.

3. From your findings, develop a "suggestion sheet" to send to the Federal Trade Commission. They will be evaluating the Permanent Care Labeling Rule based on comments from consumers and the textile industry.

Suggested Resources

Cobe, P. "How to Read a Fabric Care Label." Forecast for Home Economics, 21:F (November 1975), 40+.

"Fact Sheet on Care Labeling Rule." FTC Consumer Alert, July/August 1972.

Miller, Roger LeRoy. Economic Issues for Consumers, 2d ed. New York: West Publishing, 1978, Chapter 11.

Salthord, N., P. Daly, and G. Rushman. "Clothing Care Labeling." Journal of Home Economics, 70:1 (January 1978), 29-31.

Tortora, Phyllis G. Understanding Textiles. New York: Macmillan, 1978, pp. 389-91.

Young, M. "Care Labeling, Whose Responsibility?" Forecast for Home Economics, 22:33 (November 1976).

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 2 Progress Check

1. What is required on a permanent care label by law? Give an example.

2. What information does the FTC assume to be common knowledge and is not included in label instructions?

3. What is the textile industry's and the consumer's responsibility with regard to permanent care labels?

4. List three problems which are exemptions under the Care Labeling Act.

   a.

   b.

   c.

5. Match what the label reads with what is means.

1. _____	warm wash	a.	Use appropriate machine setting; otherwise wash by hand.
2. _____	delicate cycle	b.	Launder only by hand in lukewarm water. May be bleached. Do not dry clean.
3. _____	wash separately	c.	Use warm water 90° to 110°F.
4. _____	hand wash only	d.	Wash alone or with like colors.
5. _____	tumble dry	e.	Hang wet and allow to dry with hand shaping only.
6. _____	drip dry	f.	Dry in tumble dryer at specific setting--high, medium, low, or no heat.
7. _____	no iron	g.	Use recommended care instructions. No dry cleaning materials to be used.
8. _____	dry clean only	h.	Do not iron or press with heat.
9. _____	no dry clean	i.	Garment should be dry cleaned only, including self-service.

Compare your answers with those on the next page.

Answer Key
Lesson 2 Progress Check

1. The appropriate care procedures must be stated in clear and positive terms. Labels must also point out procedures which should not be used, if they would damage the garment.

   Example: Machine Wash, Warm
   Line Dry
   Do not use chlorine bleach

2. Whites are considered bleachable.
   Coloreds are not bleached and are washed separately from whites.
   All fabrics can be ironed with proper heat setting.

   If these do not apply, it must be so stated on the care label.

3. Industry's responsibility:

   The FTC has ruled only that there will be a permanently attached care label on wearing apparel. They are leaving to the industry the responsibility of accuracy of the care instructions. With permanently attached labels, the manufacturer is thereby giving an implied warranty that the care instructions will not substantially diminish the ordinary use and enjoyment of the garment.

   Consumer's responsibility:

   First consumers must look for, read. and follow the care instructions found on the labels. Second, they must let their legitimate dissatisfactions be known to the store and/or manufacturer. And last, in home sewing, the consumer should buy thread, lining, zippers, trim, and other notions whose care is compatible with the outer fabric used for the garment. The consumer should also check that the code number on the bolt of fabric corresponds with the number on the label and should attach labels received.

4. Linens are exempt.
   Many small, fragile, or odd shaped items can be exempt.
   FTC lacks money, staff, and time for enforcement.
   Others.

5.

1. c	4. b	7. h
2. a	5. f	8. i
3. d	6. e	9. g

Lesson 3: Flammable Fabrics Acts

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand and use the regulations brought forth in the Flammability Acts.

Narrative Summary

The Flammability Acts have a long history and are still being expanded with inclusion of more textile/clothing products. At the present time, the Flammable Fabrics Acts have been expanded to cover the following areas: children's sleepwear, bedding, carpets, and rugs. Flammability has had much attention in governmental lawmaking bodies with concern for the many aspects of consumerism, especially for general safety. Many organizations have been established to research the many areas of flammable fabrics. Hundreds of people are injured or killed by fire each year. Those who are clothing ignition victims are four times more likely to die. Not only is the burned victim hurt, but there is also enormous physical and mental suffering endured by relatives and friends. To make all textile fabrics flame resistant has been the suggested answer, but consumers will not pay the price for this safety and much of the textile variety now available in the marketplace would be eliminated.

It has been suggested that dangerously flammable fabrics be legislatively banned from the market. The state of California was the first to pass such legislation, but was ineffective because there was no control over interstate sales of such items.

The Flammable Fabrics Act now states that children's sleepwear, sizes 0-6X, must meet the established standards of the "vertical forced ignition" test; mattresses and mattress pads must pass the "cigarette" test; and carpets and rugs must pass the "pill" test. With the exception of small carpets and rugs, those products not meeting the established standards will be banned from the market. Small carpets and rugs not complying must be labeled "Fails U.S. DOC Standard FF-2-70. Should not be used near source of ignition."

The whole problem of flammable fabrics is very complex and all the answers are not yet known. This has become a major concern of some governmental and private agencies, and the consumer can play a large part in solving these problems.

Suggested Activities

1. Read the articles "Flammability Seminar: a Retailer, a Miller, a Garment Maker Discuss Effects of Federal Law" and "The U.S. Flammable Fabrics Act."

   Interview two or three retailers that may be affected by the Flammability Acts to determine their reactions to it and how they have been affected by it.

   Write a summary of the interviews compared to the retailers' reactions in the articles.

2. Interview consumers to determine their knowledge and reactions on the Flammable Fabrics Acts.

3. In a group, discuss the problems (disadvantages, test methods and procedures, consumer apathy, enforcement, exemptions, etc.) with the Flammable Fabrics Acts.

4. Choose one of the regulations studied and preface a visual presentation for a secondary and/or adult group. Present it to a group of peers for evaluation.

Suggested Resources

American Home Economics Association. Textile Handbook. Washington, D.C.: 1970, pp. 96-98.

Crippen, Kay. "TRIS on Trial." Journal of Home Economics, 70:1 (January 1978), 29-31.

Dean, A., and E. Dolan. "Clothing Flammability Alternatives." Journal of Home Economics, 70:1 (January 1978), 32-33.

"Flammability Seminar: a Retailer, a Miller, a Garment Maker Discuss Effects of Federal Law." Modern Textiles, October 1970, pp. 65-71.

Richards, H. Rex. "The Complex Problem of Flammability Legislation." Consumer Bulletin, September 1972, pp. 20-22.

Tortora, Phyllis G. Understanding Textiles. New York: Macmillan, 1978, pp. 389-91.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 3 Progress Check

1. Match the Federal agency with its function related to flammability activities.

1. _____	administration and enforcement of the act in relation to interstate sales of clothing and textile products	a. National Bureau of Standards
2. _____	institution of proceedings for the development of standards and regulations	b. Secretary of Commerce
3. _____	responsibility for research and development of test methods	c. Department of Health, Education, and Welfare
4. _____	enforcement and administration of the act with regard to import items	d. Federal Trade Commission
5. _____	responsibility for collecting information on deaths, injuries, and economic losses arising from accidental burning	e. U.S. Treasury Department

2. List at least four "flammability properties" that can be measured.

   a.

   b.

   c.

   d.

3. What has been the general effectiveness of the Flammable Fabrics Acts, if any, throughout its history?

4. What are the requirements for meeting the standards of the following tests?

   a. "pill" test

   b. "vertical forced ignition" test

   c. "cigarette" test

Compare your answers with those on the next page.

Answer Key
Lesson 3 Progress Check

1. 1. d

2. b

3. a

4. e

5. c

2. Any four:

ease of ignition
rate of burn after ignition
heat produced
smoke generated
ease of extinction
toxicity of combustion products
afterglow
oxygen index for burning

3. The original act was effective in barring from the marketplace wearing apparel fabrics of extremely hazardous flammability. The 1967 Amendments provide increased effectiveness in protecting the public against potentially unsafe fabrics.

4. a. "pill" test: Fire from a burning tablet of methenamine does not spread more than three inches before going out. The test must be repeated after ten launderings.

b. "vertical forced ignition" test: Samples are exposed to flame before and after fifty launderings. Average char length of all samples must not exceed seven inches, and no single sample is to have char length in excess of ten inches. After-flame period of melting and dripping can be no longer than ten seconds.

c. "cigarette" test: Mattresses must resist ignition from eighteen burning cigarettes places at specified locations both on the bare mattress and between two sheets on the mattress.

UNIT 2 PROGRESS TEST

Student_____

Consumer Approach to Textiles and Clothing

Instructor_____

Date_____

Identify the textiles and clothing act that correctly applies to each of the following descriptions.

1. _____ This law requires the seller of textile products to conspicuously show the generic name and percentage of constituent fibers of each product.

2. _____ This law requires that wool and part wool products be labeled to indicate whether the wool is (new) wool, reprocessed wool, or reused wool.

3. _____ This law requires a label that states the true English name of the animal, country of origin, whether the material is used, damaged, scrap, dyed, or bleached.

4. _____ This law requires a permanently attached label giving care and maintenance instruction.

5. _____ This law concerns the general safety of the consumer regarding flammable fabrics.

ANSWER KEY
UNIT 2 PROGRESS TEST

Consumer Approach to Textiles and Clothing

Instructor:	In booklets reproduced for students, you may wish to omit this page.

1. Textile Fiber Products Identification Act
2. Wool Products Labeling Act
3. Fur Products Labeling Act
4. Permanent Care Labeling Act
5. Flammable Fabrics Act

UNIT 3

CONSUMER RIGHTS AND RESPONSIBILITIES REGARDING
TEXTILES AND CLOTHING

Objectives

The MATCHE student will be able to list examples of quality and defects in textile and clothing merchandise.

Given several samples of textile and clothing merchandise, the MATCHE student will be able to identify and describe quality and defects in each case.

Given several examples in which a consumer encounters defective textile and clothing merchandise, the MATCHE student will be able to list the rights and the responsibilities of the consumer in each example.

Given several examples in which a consumer encounters defective textile and clothing merchandise, the MATCHE student will be able to list the legal recourse actions available to the consumer in each example.

Overview

Consumers must be familiar with different types of textiles and clothing and how they are affected by normal use and care. Consumers should be able to recognize quality and detect defects and know their rights and responsibilities. They should know their avenues of recourse when dissatisfied with textiles and/or clothing merchandise.

Lesson 1: Quality and Defects

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to recognize quality and defects in textiles and clothing merchandise.

Narrative Summary

Knowledgeable consumers should be able to evaluate textile and clothing merchandise for quality. Factors contributing to the durability of the textile item (e.g., type of construction) should be easily identified.

Likewise, consumers should check all merchandise for obvious defects. Some of the many textile/clothing defects include: snags, fabric and printing flaws, finish irregularities (e.g., off-grain finish), odor, irregular stitching, malfunctioning fasteners, garment tears, etc.

Only quality merchandise should be purchased. Textile items with defects should be avoided or, if the defect is observed after purchase, the item should be returned. Consumers should exercise their right to quality merchandise and their right and responsibility to recourse when dissatisfied.

Suggested Activities

1. Visit the local fabric store. Identify and describe textiles of good quality and those containing defects.

2. Visit the local department store. Identify and describe textile and clothing items of good quality and those possessing defects.

3. Interview consumers and make a list of common textile and clothing merchandise defects.

Suggested Resources

Consumer Bulletins

Consumer Reports

Erwin, Mabel. Clothing for Moderns. New York: Macmillan, 1969.

Kefgen, Mary, and Phyllis Touchie-Specht. Individuality in Clothing Selection and Personal Appearance. New York: Macmillan, 1976, Chapter 15.

Miller, Roger LeRoy. Economic Issues for Consumers. 2d ed. New York: West Publishing, 1978, Chapter 11.

There is no Progress Check for this lesson.
Proceed to Lesson 2.

Lesson 2: Consumer Complaints

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to understand the complaints of consumers and what to do about them.

Narrative Summary

The Better Business Bureau says that there are generally two types of consumer complaints. The first is because of the consumer's carelessness in buying. The other is the result of foul ups, human error, computer mistake, lack of communication and efficiency, and ill feelings on the part of both salespeople and the consumer. If consumers upheld their responsibilities in the marketplace, many consumer complaints would be avoided. Each consumer purchase is a "dollar vote" in the marketplace. Each vote contributes to the overall demand shaping the economy at local, national, and world wide levels. The consumer has the responsibility to cast his vote wisely. Consumers, by improving their choice making, evaluating buying habits, and assuming consumer citizenship, can increase their status in the marketplace.

When there is a legitimate complaint, the consumer has the right and responsibility to contact the proper channel. The consumer should first confront the place of purchase and then, if satisfactory results are not obtained, notify the manufacturer. After that, if not satisfied, he or she should contact a consumer agency or organization starting at the local or county level. Consumer complaints give the retailers and manufacturers feedback on their products, which in turn produces better merchandise in the marketplace.

Suggested Activities

1. Make up a directory of local and state consumer resources. Include the name of organization, address, phone, and, if possible, contact a person in charge.

2. Inquire from at least five local textile and clothing retailers the most common consumer complaints and how they are handled, and what the most common consumer problems are that the retailer has with clientele.

3. If you have a consumer complaint or know someone with one, follow it through the proper channels.

Suggested Resources

"Help for the Consumer." Forecast for Home Economics, December 1972, pp. F16-17.

Horn, Marilyn J. The Second Skin. Boston: Houghton Mifflin, 1968, Chapter 20.

Miller, Roger LeRoy. Economic Issues for Consumers, 2d ed. New York: West Publishing, 1978, Chapters 1, 2. Consumer Issue A, Consumer Issue B.

There is no Progress Check for this lesson. When you feel you are ready, you may take the unit Progress Test.

UNIT 3 PROGRESS TEST

Student_____

Consumer Approach to Textiles and Clothing

Instructor_____

Date_____

1. What should a letter of complaint include?

2. Which three of the following agencies or organizations would be appropriate to contact with a textile or clothing consumer complaint (these would be first organizations after the place of purchase was contacted)?

   a. _____ Better Business Bureau

   b. _____ Department of Consumer Affairs

   c. _____ Department of Social Services

   d. _____ Small Claims Court

   e. _____ Chamber of Commerce

   f. _____ lawyer

   g. _____ Federal Trade Commission

3. How can the consumer assume his responsibilities in the marketplace?

4. List five examples of defective textiles or clothing merchandise.

   a.

   b.

   c.

   d.

   e.

ANSWER KEY
UNIT 3 PROGRESS TEST

Consumer Approach to Textiles and Clothing

Instructor: In booklets reproduced for students, you may wish to omit this page.

1. Briefly and clearly state the facts without emotion.
   Present names, dates, identification of questionable item(s), and copies of orders and checks.
   Include a brief, factual story of the complaint's history, listing each step from purchase to discovery of the problem to successive steps of complaint action.

2. a, b, e

3. by educating himself to be a discriminating shopper
   by not patronizing stores that engage in questionable business practices
   by informing the merchant or manufacturer when a garment does not live up to expectations
   by letting the businessman know when you appreciate his services or products
   by reporting all cases of dishonesty, fraud, or violation of the law to the proper agency
   by not abusing customer privileges
   by keeping abreast of consumer action programs and supporting efforts to improve consumer welfare

4. Any five of the following:

   shrinks or stretches when properly used and/or cleaned
   bonded fabrics separate during care
   odor of finishes
   change in color when properly cleaned
   change in finish when properly cleaned
   unevenly stitched garment
   fabric or garment flaw, rip, tear, or snag
   printing flaw

MODULE POSTTEST

After you have completed the final unit progress test for this module, you should be ready to take the Module Posttest and meet the requirements of the Measurement statement given at the beginning of the module. See your instructor.

Suggested Resources

In addition to resources suggested for use in specific lessons of this module, the resources listed below are provided for general use throughout the module.

American Home Economics Association. Textile Handbook. 4th ed. Washington, D.C.: 1970.

Hollen, Norma, and Jane Saddler. Textiles. 4th ed. New York: Macmillan, 1973.

Man-Made Fibers Fact Book. Man-Made Fibers Association.

Tortora, Phyllis G. Understanding Textiles. New York: Macmillan, 1978.

General

National Retail Merchants Association

United Garment Workers of America

Business Abstracts

Choice

Economic Abstracts

Reader's Guide to Periodical Literature

Social Science and Humanity Index

Sociological Abstract

Textile Technology Digest

Womens Wear Daily

MODULE PRE/POSTTEST

Student_____

Consumer Approach to Textiles and Clothing

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of the pretest results.

1. Describe the influence of political, social, psychological, geographic, and economic factors on the textiles and clothing industries. Give two examples of each.

2. Describe and explain the influence of fashion on textile/clothing consumption patterns.

3. List ten sources of current information on factors which influence textile/clothing consumption.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

Pre/posttest (continued)

4. Describe the regulations and provisions set forth by each act of legislation below. List the advantages and disadvantages of each act.

   a. Textile Fiber Products Identification Act
   b. Care Labeling Act
   c. Flammable Fabrics Acts
   d. Wool Products Labeling Act
   e. Fur Products Labeling Act

5. List three rights of consumers of textile and clothing merchandise.

   a.

   b.

   c.

6. List three responsibilities of consumers of textiles and clothing merchandise.

   a.

   b.

   c.

7. List and describe five avenues of recourse when the consumer is confronted by defective or otherwise undesirable textile and clothing merchandise.

   a.

   b.

   c.

   d.

   e.

8. List five examples of defective textiles or clothing merchandise.

   a.

   b.

   c.

   d.

   e.

Pre/posttest (continued)

9. Identify and describe the individual factors which influence decisions on the sources and types of clothing for individuals and families. List some of the alternatives.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Consumer Approach to Textiles and Clothing

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. Answer should be to the satisfaction of the instructor. Some factors could include the following.

   a. political:
      effects of war (women working)
      effects of tariffs and trade laws
      effects of available resources (energy and raw materials)
   b. social/psychological:
      effects of social roles (women working)
      influence of "modesty"
      effects of increased leisure
      effects of increased income
      effects of advertising and news
      feelings of conformity vs. individuality
      effects of the self-concept
   c. geographic:
      effects of environmental factors
      effects of living patterns in various areas
   d. economic:
      effects of planned obsolescence
      effects of economic status (personal and national)
      effects of population trends

2. Answer should discuss the effects of fashion in setting trends and creating obsolescence to the satisfaction of the instructor.

3. National Retail Merchants Association
   United Garment Workers of America
   Textile Technology Digest
   Economic Abstracts
   Womens Wear Daily
   Business Abstracts
   Social Science and Humanity Index
   Choice
   Reader's Guide to Periodical Literature
   Sociological Abstract

4. Textile Fiber Products Identification Act (1960):

The purpose of this law is to help eliminate the confusion which is caused by the large number of man-made fiber trade names and to identify textile products for consumers. The legislation requires most textile products sold at retail to have labels stating the fiber content. Fibers must be classified within the generic groups set forth by the Federal Trade Commission. If these classifications are understood and if the consumer is familiar with the generic groups, the labels serve to aid the consumer in the proper selection, use, and care of textiles. The percentage of fibers must also appear on the label in order of prominence above 5 percent. The manufacturer of man-made fibers must be identified and the country of origin of imported fibers must be identified. This law is an advantage only if the consumer looks for the labels and exercises his or her responsibility. Disadvantages include consumer apathy, loss of labels after consumer purchase, exclusions (upholstery and draperies), and problems of enforcement.

Care Labeling Act:

This act requires that most articles of wearing apparel and purchased fabrics have permanent care labels. This rule affects domestic and imported apparel and fabrics manufactured after July 3, 1972. Items covered under this rule are finished textile garments requiring care and maintenance for ordinary use and fabrics used to make wearing apparel. Permanent care labels must state regular care and maintenance required of the product. The label must indicate information on care, warn if usual care methods do not apply, stay attached and remain legible, be accessible on garment, use words and phrases and not symbols, and apply to all parts of the garment unless otherwise stated. These labels are beneficial only if the consumer uses them. Instructions and warnings should be followed and labels should be sewn into consumer-made garments. It is the consumer's responsibility to ensure that the salesclerks at fabric counters provide suitable labels and that dry cleaners observe the care labels. Major disadvantages include: items not covered such as linens, exceptions ("articles intended to be sold at retail for $3 or less and which are completely washable under all normal circumstances"), consumer apathy, etc.

Flammable Fabrics Acts:

This act prohibits the interstate sale of wearing apparel and fabrics which are highly flammable when worn by individuals. Standards have been established for testing textiles to determine flammability.

Recently an act was passed to regulate the flammability of children's sleepwear. Presently this act covers children's sleepwear from sizes 0-6X. Preliminary procedures are underway to establish standards for sizes 7-14.

4. (continued)

A flammability standard for mattresses has been adopted. All mattresses produced after May 31, 1973, must be resistant to becoming flammable when ignited by lighted cigarettes. Mattress pads are also included under this standard and proceedings are underway to establish standards for blankets.

Flammability standards for carpets and rugs have also been established since April of 1971. Because of lack of compliance by some manufacturers, the Federal Trade Commission is planning extensive regulations. Those carpets not complying will be banned from the market. Small rugs and carpets which do not meet the standards may be marketed if they have an easily readable caution label.

Major problems with this act and its amendments include items not covered, enforcement, consumer apathy and lack of caution with flammable sources, development of tests and standards, etc.

Wool Products Labeling Act:

This act applies to any product which contains or is represented as containing wool of any description and from any source. A label must be attached to the wool product and show the percentage of total fiber as (new) wool, reprocessed wool, and reused wool. If more than 5 percent of another product is a constituent, it must be stated. The label must be attached with the garment when sold to the consumer and must be clearly legible. Each manufacturer has been assigned a Wool Products Labeling number which has to appear on the label. The disadvantage to the consumer is that the list is not readily available to the public if the manufacturer's name does not appear.

The Federal Trade Commission has charge of enforcing the act, which involves the process of complaint, investigation, and cease-and-desist order. Willful violations are misdemeanors which are punishable by fines up to $5,000 and/or imprisonment for up to one year. This act is advantageous because previously there was much misrepresentation concerning the selling of wool products. The label can also serve as an indication of wool quality.

Fur Products Labeling Act:

This law protects consumers against false advertising and labeling for fur products. Advertisements and labels must tell the buyer of the garment the name of the animal from which the fur was taken, if it is new or used, bleached, dyed or artificially colored, what part of the animal it is from, and the country of its origin. Under this law the Federal Trade Commission prepared a Fur Products Labeling Guide which officially lists the true English names of the animals. This is beneficial to the consumer when purchasing fur products. The Federal Trade Commission administers and enforces this act.

Pre/posttest Answer Key (continued)

5. Any three of the following:

   right to information
   right to selection
   right to performance
   right to safety
   right to recourse

6. Any three of the following:

   to become informed (about legislation, care, avenues of recourse)
   to buy wisely
   to give proper care (follow instructions and exercise normal caution)
   to transmit dissatisfaction (avoid apathy)

7. Answer "a" plus any other four:

   a. The consumer should first attempt to return the merchandise to the retailer from whom it was purchased.
   b. The consumer could express dissatisfaction directly to the manufacturer.
   c. Locally, complaints should be taken to the chamber of commerce. Many products are produced locally and the seller is not involved in intrastate commerce, which means that he is not subject to federal laws.
   d. The Council of Better Business Bureaus deals with national advertising problems and industry self-regulation. It is a public service agency. The council takes complaints from consumers directly to the company concerned. If efforts fail, the case is turned over to the governmental agency which has legal authority to take action. Each consumer should be aware of the nearest Council of Better Business Bureaus.
   e. The American Apparel Manufacturers Association has established a division called SAFE (Safe Apparel for Everyone). This division has undertaken many investigations to resolve the flammability problems facing the apparel industry. Consumers voicing complaints about flammability and the textile industry in general should contact the American Apparel Manufacturers Association, 1611 North Kent, Arlington, Virginia 22209.
   f. Underwriter's Laboratories, Inc., which is an independent nonprofit organization, does testing of many items for public safety. This organization has done extensive research to develop standards for flame tests of flame-resistant fabrics. Consumer questions and complaints could be directed to these laboratories.
   g. Questions or complaints regarding care of textiles and/or clothing could be directed to the manufacturer, the American Institute of Laundering, or the National Drycleaning Association.

7. (continued)

   h. Local followed by state consumer agencies could be contacted. When there is no local agency, the state agency (usually in the office of the attorney general) can direct the problem. Lastly, on the federal level, the Office of Consumer Affairs will assist directly or refer the problem to the appropriate agency.
   i. If the consumer has clothing or textile items that are either mislabeled or unlabeled, he should contact the nearest office of the Federal Trade Commission. The principal function of the FTC is to protect the consumer from false and misleading advertising. The commission can enforce the laws by formal action which would lead to mandatory orders against the offenders and by getting the offender to comply with the law by voluntary and cooperative action. The party against which the complaint was issued can consent to a "cease-and-desist" order without admitting to be in violation. In addition to the regular complaint proceedings, the FTC may bring suit in a United States District Court. Deceptive practices can also be reported to the FTC by writing the Federal Trade Commission, Washington, D.C. 20580. In the letter, facts about the deceptive merchandise, brand name, and place of purchase should be stated.

8. Any five of the following:

   shrinks or stretches when properly used and/or cleaned
   bonded fabrics separate during care
   odor of finishes
   change in color when properly cleaned
   change in finish when properly cleaned
   unevenly stitched garment
   fabric or garment flaw, rip, tear, or snag
   printing flaw

9. A family's clothing decisions are determined by such factors as its income, social status, life style, occupation, geographic location, and use of available resources. Among the clothing alternatives are: purchase of new or used clothing, purchase of machines and material for home sewing, gifts, and hand-me-downs.

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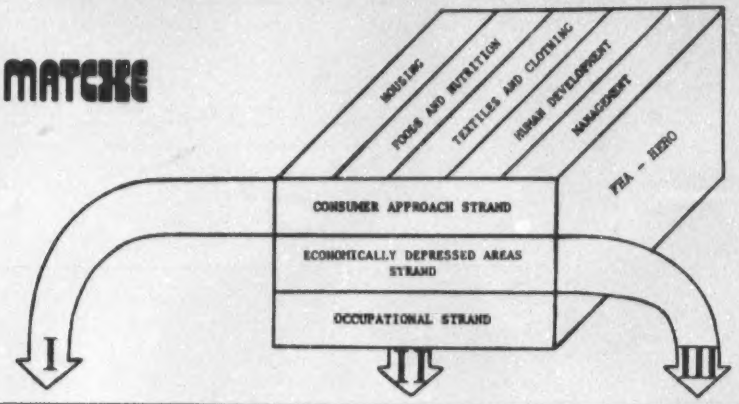

	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele